

**AN ANALYSIS ON STUDENTS' TRANSLATION
PROCEDURE OF IDIOM IN NARRATIVE TEXT**

AN ARTICLE

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AN ANALYSIS ON STUDENTS' TRANSLATION PROCEDURE OF IDIOM IN NARRATIVE TEXT

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Abstract: The purpose of this research is to find out the translation procedure used by the Semester-6 students of English Language Education Study Program at Teacher Training and Education Faculty, Tanjungpura University in Academic Year 2014/2015 in translating idiom in form of narrative text. The research method used in this research was descriptive study. The descriptive study was used to describe and find out the translation procedure used by Semester-6 students in their translation. The sample of this research was 24 students. The result of this study showed that there were eight procedures that students used in their translations and there are three procedures that students tend to use. They are equivalence procedure that was used 57 times (26.39%), paraphrase procedure that was used 43 times (19.91%), and literal translation procedure that was used 35 times (16.20%).

Keywords: Translation, Translation Procedure, Idioms, Narrative

Abstrak: Tujuan dari penelitian ini adalah untuk menemukan prosedur penerjemahan yang digunakan oleh mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura Tahun Ajaran 2014/2015 dalam menerjemahkan idiom dalam bentuk teks narasi. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif. Penelitian deskriptif digunakan untuk menguraikan dan menemukan prosedur penerjemahan yang digunakan oleh mahasiswa semester enam dalam terjemahan mereka. Jumlah sampel pada penelitian ini adalah 24 mahasiswa. Hasil dari penelitian ini menunjukkan bahwa terdapat delapan prosedur yang digunakan oleh mahasiswa dalam terjemahan mereka dan terdapat tiga prosedur yang cenderung lebih sering digunakan. Prosedur-prosedur tersebut adalah prosedur ekuivalen yang digunakan sebanyak 57 kali (26.39%), prosedur parafrase yang digunakan sebanyak 43 kali (19.91%), dan prosedur penerjemahan literal yang digunakan sebanyak 35 kali (16.20%).

Kata Kunci: Terjemahan, Prosedur Terjemahan, Idiom, Naratif

Translation as the act of transferring information and message from source language (SL) to the target language (TL) has developed in many parts of the world. The main purpose of translating is enabling the readers to understand the message of the source language without any significant obstacle. The role of translation is important for individuals, group of people, or even a country to access lots of beneficial information from the other parts of the world. The

translator should have good knowledge of both the source language (SL) and target language (TL). Here, the capability of translator will determine the quality of translation output.

There are many texts that have been translated from English to Bahasa Indonesia or vice versa, for example short story text, history text, science text, literary text and so forth. The translated text is used by the researcher both to deliver his/her messages to the readers and to invite them to communicate through imaginative language. One of imaginative languages is figurative language. Figurative language is used in many forms of communication, such as in daily conversation, newspaper articles, advertisements, novels, poems, etc.

The translator must deliver or transfer the information from source language (SL) to target language (TL) as clear as possible. In accordance with translation, figurative language must be translated carefully in order to avoid misunderstanding.

Based on researcher's experience in Translation class, some of sixth semester students were still unable to translate the English text into Bahasa Indonesia. They could translate it literally correct, but as the result, the text lost its actual meaning. For example, "*his career has certainly not always been smooth sailing*" which actually means "*Karirnya tidak selalu berjalan mulus*" was wrongly translated into "*Karirnya tidak selalu berlayar halus*".

Based on the elaborations above the researcher was interested to investigate students' translation of figurative language in narrative text. The reason of the researcher in conducting this study was that the research was expected to reveal kinds of procedures used by the students in translating figurative language. There are several kinds of figurative language (Meriam-Webster's Encyclopedia of Literature, 1995:415) that would be analyzed in this study, namely alliteration, allusion, assonance, imagery, simile, personification, metaphor, hyperbole, paradox, irony, metonymy, synecdoche, onomatopoeia, idiom, and symbol. But researcher only focused on idiom, because this figurative language is the most common used and found a lot in narrative text.

Basically, translation tends to be defined as a process or kind of activity in changing one language to another language. According to Newmark (1988: 5) "translation is a process of rendering the meaning of a text into another language in the way the author intended the text". This is same as what Larson (1984: 3) conveys that "translation is basically a change of form from the source language (SL) into the target language (TL) that refers to the actual words, phrases, clauses, sentences and paragraphs, etc., which is spoken or written". This means that in translating the text's meaning of the source language (SL) must be the same with that in the target language (TL).

Larson (1984:17) states that "when translating a text, the translator's goal is an idiomatic which makes every effort to communicate the meaning of the source language text into naturalness forms of the target language".

Furthermore, she states that "Translation is concerned with a study if lexicon, grammatical structure, communication situation, and cultural context of the source language text, which is analyzed in order to determine its meaning". The discovered meaning is then re-expressed or reconstructed using the lexicon and

grammatical structure which are appropriate in the target language (TL) and its cultural context.

In line with Larson, Newmark (1988:144) classifies three basic translation processes into: (1) The interpretation and analysis of source language text; (2) The translation procedures, which may be direct, or based on source language (SL) and target language (TL) corresponding syntactic structures; (3) The reformulation of the text in relation to the researcher's attention, the reader's expectation, the appropriate norms of the target language (TL) and so forth.

In addition, Newmark (1988:19) suggests "In translating, translator should consider some aspects there are firstly begin with choosing a method of approach, secondly when someone is translating, s/he translates with four levels to bear consciously in mind". They are as follows.

First is the source language text level. This level also known as the level of language, where the translator begins and which he/she continually (but not continuously) goes back to. At this level, a translator transposes the SL grammar (clauses and groups) into their TL 'ready' equivalents and he/she translates the lexical units into the sense that appears immediately appropriate in the context of the sentence.

Second is the referential level. This level is the level objects and events, real imaginary, which he/she progressively has to visualize and build up. This level is an essential part, first of the comprehension, the of reproduction process.

Third is the cohesive level. This level is more general and grammatical which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction. It presents an overall picture, to which a translator may have to adjust the language level.

And the last is the level of naturalness. This level is only concerned with the reproduction in which a common language appropriate to the researcher or speaker in a certain situation. At this level, the translator has to be ensure: (1) his/her translation makes sense; and (2) it reads naturally, that is written ordinary language, the common grammar, idioms, and words that meet that kind of situation.

Newmark (1988:81-93) specifically describes the translation procedures. They are literal translation, transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, shift or transposition, modulation, recognized translation, translation label, compensation, componential analysis, paraphrase, adaptation, equivalence procedure, reduction and expansion, couplet, quadruplet and triplet, notes, addition, and glosses.

Literal translation procedure is to transfer or to convert the grammatical structure of the SL both word and sentence to the nearest equivalent of the TL.

Transference procedure is the process of transferring a SL words to a TL text as a translation procedure. The word then becomes a 'loan word'.

Naturalization is a procedure that succeeds transference. That is first by adapting the SL word first to the normal pronunciation. And second by changing

it to the normal morphology (word-forms) of the TL in order to make it familiar to the tongue of the TL speaker.

Cultural equivalent is an approximate translation where a SL cultural word is translated by a TL cultural word. This procedure has translator to transfer the relevant cultural equivalents of the SL which is possessed by the TL.

Functional equivalent procedure is a common procedure. By using this procedure a translator tries to explain the use -its description of the function- of the source language word in the TL.

Differing from functional equivalent, descriptive equivalent puts more emphasize on the description of the cultural word. Description, along with function, is essential element in explanation and therefore in translation.

Synonymy is the use of near TL equivalent to a SL word in a context, where a precise equivalent may or may not exist.

Through-Translation is the literal translation of common collocation, names of organization, the component of compounds and probably phrases. Normally, through-translation should be used only when they are already recognized term.

Shift or transposition is a translation procedure involving a change in the grammar from the SL to TL. One type is the change of singular to plural. The second type of shift is required when a SL grammatical structure does not exist in the TL. The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure.

Modulation procedure is defined as ‘a variation through a change in viewpoint, of perspective and very often of category of thought’.

Recognized translation procedure is normally used when the TL accepted translation for the SL both words and sentences. This procedure is sometimes inappropriate or poor but the speakers of TL are fine with that.

Translation label is a temporary translation of the SL word. The translator considers this procedure usually as the appropriate one to translate a new institutional term.

Compensation procedure is occurred when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

Componential analysis is the splitting up of lexical unit into its sense components, often one-to-two, -three, or -four translations.

Paraphrase procedure is an amplification or explanation of the meaning of a segment of the text. It is used in an “anonymous” text when it is poorly written, or has important implication and omission.

As stated by Vinat and Darbelnet quoted by Newmark (1988: 91), adaptation is the use of recognized equivalent between two situations.

Equivalence procedure is simply referring to notices, familiar alternatives, phrases and idioms. In other words, a translator transfers the meaning of the SL by applying different ways for the same situation as the original language.

Reduction and expansion are rather imprecise translation procedures, which can be practiced intuitively in some cases. Reduction is used to eliminate some part of the sentence or the phrase from the SL.

Couplet, Quadruplet and Triplet are combination of two, three, or four of the mentioned procedures above respectively for dealing with a single problem. They are particularly common for cultural words, if transference combined with a functional or a cultural equivalent.

Notes, addition, and glosses are three translation procedures where the translator supplies additional information in a translation. Through these procedures a translator tries to explain further or to cover the lack of information in his or her translation. Note is additional information placed at the bottom of page or at the end of chapter. Meanwhile, additions are written within the text and glossary is put at the end of the book often as list of explanation of unusual words.

In translating, the translator may face problems in transferring the meaning from SL text to the TL text. It occurs whether in terms of grammatical structure, cultural aspect, lexicon, communication situation, style of language both SL text and TL text. Therefore, to solve these problems, some experts proposed some methods of translation. Larson (1984:15) divides translation methods into form-based translation and meaning-based translation. They are called literal translation and the second is named as idiomatic translation. Further, Larson (1984:23) mentions that a good translator looks for the way in which the same message is expressed naturally in the receptor language.

Meanwhile, Newmark (1988: 45-47) proposes eight translation methods on the basis of language used to emphasize either SL or TL. The translation methods that emphasize the source language are word-for-word translation, literal translation, faithful translation, and semantic translation. The translation methods that emphasize the target language are adaptation, free translation, idiomatic translation, and communicative translation.

Prochazka cited in Nida (1964) defines a good translation in terms of certain requirements which must be made of the translator, namely: (1) "He must understand the original word thematically and stylistically"; (2) "He must overcome the difference between the two linguistic structures"; and (3) "He must reconstruct the stylistic structures of the original work in his translation".

According to Barnwell (2002) there are three most essential qualities of a good translation. The first one is accuracy, which refers to the precise understanding of the source message and the transfer of the message meaning as accurate as possible into the TL.

The second is clarity. The translation should be clear and understandable. The translator aims to communicate the message in a way that people can readily understand.

The last is naturalness. The translation should make sense, read naturally which is written in ordinary language, the common grammar, idioms, and words that meet that kind of situation. The use of natural TL in the translation is expected to be natural and not sound strange.

Lewis cited in Burger & Gallina (2008) defines idiom as a relatively fixed expression where the meaning of the whole is not transparent from the meanings

of its constituent words. The relation between an idiom and its constituent words is also described in Cooper (1999:233) definition of idiom, as a conventionalized expression whose meaning cannot be determined from the meaning of its parts. Baker (1992:63) provides the same additions by stating that idiom is a pattern of language which often carries meaning that cannot be deduced from their individual components.

Based on aforementioned definitions, it can be summed up that all of the definitions share common features that idiom is an expression made up from two or more words whose meaning cannot be inferred from each individual word meaning. As stated by Wyatt (2006: 3-6), the difference between idiom and phrasal verb is in the way of their meaning. An idiom is an expression with several words. The meaning of idioms is impossible to be identified only by looking at the meanings of each word in the idiom. On the other hand, a phrasal verb is two (maybe three) words that act as a single verb. Phrasal verbs are usually made up of a verb plus a preposition or adverb.

Hocker (1958:310-318) classifies idioms into English Phrasal Compound, Figure of Speech, and Slang. English phrasal compound can be created from two or more structural words. A compound may also be written in three different ways. A compound can be structured by two words linked by a hyphen, such as *pass-lay*. It can also be written in a closed form in which two words are united as one, like the word *girlfriend*. Figure of speech is an indirect statement that says one thing to refer to another. Figures of speech have deeper meaning which is different from the surface meaning, in another way, it cannot be determined by the combination of words that makes it up. Slang is the use of informal words and expressions to describe an object or condition. Slang depends for its effect on the striking and far-fetched nature of its semantic overtones and its secondary associations.

METHOD

In this research, a descriptive qualitative method is used by the researcher in analyzing and exposing the obtained data which is idiom figurative language that is found in the text. According to Fraenkel and Wallen (1993:23), they stated that descriptive method is used to explain, analyze, and classify something through various techniques, survey, interview, questionnaire, and test. In addition, Fraenkel and Wallen (1993: 380) also explain about qualitative research. Qualitative research is defined as “a research study that investigates the quality of relationships, activities, situations, or materials.” Qualitative methods use descriptions and categories (words), for examples, open ended interviews, naturalistic observation, and document analysis. The researcher analyzed the data one by one or detail.

Bogdan and Knopp cited in Fraenkell and Wallen (1993: 380-381) describes five characteristics of qualitative method. First, the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. Second, qualitative data are collected in the form of word or pictures rather than numbers. Third, qualitative reasearcs are concerned with the process as product.

Fourth, qualitative researchers tend to analyze their data inductively. Fifth, how people make sense out their lives is a major concern to qualitative researchers.

Regarding to the subject of the study, the researcher believes that this researcher has potential issue to be analyzed by a descriptive qualitative method since this research is going to describe and explore the translation procedures used in translating idiom.

The objects of the present study are an untitled narrative text and its translated version done by 24 semester-6 students of English Language Education Program of Teacher Training and Education Faculty of Tanjungpura University. The narrative text consists of 13 paragraphs and nine idioms. The text was taken online from <https://learningenglishgrammar.wordpress.com/idioms-stick-2/idioms-in-a-horror-story/>, accessed on January 10, 2015 along with the meaning of the idioms.

Population is a set of data used to be investigated in which samples can be taken. Sugiyono (2006:117) also explains that “a population is generalization area consisting object or subject which has certain quality and characteristic that is determined by the researcher in order to be learned and taken its conclusion”. The population of this study is the translation done by the semester-6 students of English Language Education Program.

Population is divided into two: sampling population and target population. The sampling population of this research is the whole translated narrative text text done by students, and the target population is the translated idiom.

In this research, the data were collected through a test, which means that the data source was delivered from the students by translating the text given to them, and then being analyzed by the researcher to identify the procedures used by the students in translating the text.

The first step was the researcher prepares the text that would be translated by the students. The text contained some sentences that had figurative language within, and then highlighted the figurative language. Then the researcher asked the students to translate the text where they were allowed to use dictionary, but not allowed to use internet and cooperate with their friends. Then students' translations were analyzed to find out the procedure used by the students.

Tool of data collecting used in this research was written test which was a short narrative text which contained of some figurative languages that were translated by the students. To answer the questions, the researcher allowed students to use dictionary.

The analysis of figurative language translation applied on the entire samples as follows. First, after classifying the figurative language, the researcher compares the gained data which is idiom both between the original and translated version of the text. Then, the researcher calculates the total number of the sentences that contain idiom in it. From the students' translation, the researcher then identifies the use of translation procedures that are used in translating the original version into Indonesian version based on Newmark's Theory. After that, the researcher categorizes the translation procedure based on Newmark's Theory. The researcher then calculates total number and percentage of each procedure to find out the amount of each procedure based on the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: number of percentages

F: frequency of translation procedures

N: number of the whole sample

And finally, the researcher draws conclusion based on the data that have been analyzed.

FINDING AND DISCUSSION

Findings

After conducting a research in students' translation in idiomatic figurative language in form of short narrative text to 24 semester-6 students of English Language Education Program of Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2014/2015, the result of the research is the semester-6 students of English Language Education Program of Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2014/2015 used eight translation procedures in translating idioms. They are literal translation procedure, descriptive procedure, shift or transposition procedure, modulation procedure, recognized translation procedure, paraphrase procedure, equivalence procedure, and reduction/expansion procedure. Among them, three procedures came out as the most used procedures. They are equivalence procedure, paraphrase procedure, and literal translation procedure.

Discussion

Based on the gained data, the researcher concludes that the students of English Language Education Program of Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2014/2015 tend to use three translation procedures in translating idioms. The most used translation procedure in translating the idiom is equivalence procedure. Equivalence procedure provides more accurate translation in translating idiom, as idiom needed to be translated by its meaning, not solely by its literal words.

SL: Its driver is burning rubber and does not stop the vehicle.

TL: Sopir dari mobil tersebut sedang mengendarainya dengan kecepatan yang sangat tinggi dan tidak menghentikan kendaraannya.

The idiom 'burning rubber' means 'driving very fast', and can be translated into 'mengendarai dengan cepat'. Student chose to translate it into 'sedang mengendarainya dengan kecepatan yang sangat tinggi', which has equal meaning to 'mengendarai dengan cepat'.

On the other side, the paraphrase procedure which is the second most used procedure provides less accurate and even totally incorrect translations, caused by students' misunderstanding towards the idiom and contexts of the sentences that contain the idioms. Students tried to deliver their understanding of the idiom by their own words, but most of the time, the result was not as it should be. The following is the example of this mistake.

SL: Heart racing, he wrenches the door open, scrambles out, and runs for dear life towards the lights.

TL: Jantung balap, ia kunci pas pintu terbuka, mengacak keluar, dan berjalan erat terhadap lampu.

The idiom ‘runs for dear life’ actually means ‘run to save his/her life, as to escape death or danger’. The actual meaning of this idiom was not reflected in student’s translation, ‘berjalan erat’.

Unfortunately, the third most used procedure in translating idiom in this research is literal translation, which can be the worst procedure to translate the idiom. Only a little number of idioms that was translated using this procedure proved to be acceptably correct, but the rest of it was totally incorrect. The table below is one example of wrongly used literal translation procedure.

SL: Its driver is burning rubber and does not stop the vehicle.

TL: Si pengemudinya membakar karet dan tidak ingin menghentikan kendaraannya.

The idiom ‘burning rubber’ actually means ‘driving very fast’. As student translated the idiom solely by its literal words, leading it to be translated into ‘membakar karet’, which is out of the context and do not reflect the actual meaning of the idiom.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the research, the researcher took some conclusions. First, the semester-6 students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University who participated in this research tend to use three procedures in translating the idioms. They are equivalence, paraphrase, and literal translation procedure. Second, most of semester-6 students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University who participated in this research failed to apply appropriate translation procedure to translate the idioms and as the result, the translations became hard to be understood.

Suggestions

Based on the conclusions above, the researcher offered some suggestions. First, students should learn more about the translation procedures in order to produce an accurate, clear, and natural translation. Second, before translating the idiom, students also should have the knowledge about idiomatic expression, both in source and target language. They should find the most appropriate procedures to translate the idiom that would not reduce the aesthetic value in the source language and transfer it successfully in the target language with an appropriate idiom as well. Third, students should pay more attention in writing a translation, especially in spelling, the use of capital letter, space, and punctuation.

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